

**SOUTHERN
REGIONAL MATERIALS
IN
SOCIAL SCIENCE**

By

H. C. BREARLEY

**Made Available for Distribution by
The Commission on Resources and Education and
The Commission on Curricular Problems and Research of the
Southern Association of Colleges and Secondary Schools**

FIELD STUDY NO. 8

**THE DIVISION OF SURVEYS AND FIELD STUDIES
GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE
1941**

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no. 8

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GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE**

PRINTED IN UNITED STATES OF AMERICA

FOREWORD

The Division of Surveys and Field Studies of George Peabody College for Teachers, established and supported by the General Education Board, was founded upon two related ideas. The term *survey* covers the general field service of the Division which deals with problems common to many school systems. The major energies of the Division are devoted to practical field service, but in its field work problems arise which call for special study and research. It is, therefore, a part of the Division's program to publish and distribute from time to time field studies of far-reaching applicability and also more theoretical studies dealing with fundamental aspects of education.

The eighth of these studies to be published is *Southern Regional Materials in Social Science*, by H. C. Brearley, Professor of Educational Sociology, George Peabody College. This study has been made in cooperation with the Commission on Resources and Education and also the Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools. The materials presented have been so organized that they may provide a source of help for teachers concerned with social science. It is published with the hope that it may be useful in improving instruction in the schools.

DOAK S. CAMPBELL, *Director.*

ACKNOWLEDGMENTS

Without assistance from many sources this booklet could not have been prepared. Especial acknowledgments are made to the Commission on Resources and Education and to the Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools for guidance and financial assistance, to the institutions and agencies that have permitted their materials to be listed, and to Miss Sylvia Rogers and Miss Edith Rowland for clerical aid. Thanks are also given to those who suggested or proffered materials that could not be included because of the limited scope of this publication.

H. C. B.

“First and foremost in the drama of education is the social scene in which it is enacted. The school is in the midst of all the elements of this scene—the soil and climate; the land, the streams, minerals and timber; the people, black and white; their homes, farms, factories, shops and roads; their work and play; their houses and gardens; their food and clothing, their churches, amusements and folk-ways; their government; their problems of disease and crime; their poverty, their wealth; their vanishing natural resources; their economic uncertainty; their insecurity of position or place; their joys and sorrows; their children, and anxieties for the future.”

Social and Economic Conditions in Alabama and their Implications for Education. Montgomery: Alabama Education Association, 1937. Page v.

PURPOSE OF THIS BULLETIN

This booklet has been prepared to help teachers and pupils in obtaining and using regional and local materials in social science classes. Emphasis has been placed upon leaflets, charts, and booklets which are free or relatively inexpensive. The bibliography for use by the school library has been restricted to a few outstanding volumes. It is hoped that teachers will avail themselves of the many excellent opportunities for obtaining the supplementary materials mentioned in the list of suggestions. While the regional point of view is emphasized in this booklet, non-regional materials are also suggested when they can be easily adapted to regional study.

The use of regional and community resources in the school program has proved so effective that the practice is steadily increasing. Such materials prevent the class work from becoming abstract and "far away"; they lend a sense of reality to social science instruction; they appeal to local and regional interest; and they aid in developing an enlightened public opinion for conserving the natural and human resources of the area.

(For excellent general guidance in the community emphasis in the social studies see Joanna C. Colcord's *Your Community*, 249 pages, published 1939, price 85 cents from The Russell Sage Foundation, 130 East 22nd Street, New York City; or Bess Goodykoontz's *Know Your Community*, leaflet No. 57 issued 1941 by the United States Office of Education, 35 pages, price 10 cents from The Superintendent of Documents, Government Printing Office, Washington, D. C. For an interesting example of Southern community studies see Irwin T. Sanders and Douglas Ensminger's *Alabama Rural Communities*, 80 pages, illustrated, published 1940 and issued free by the Bureau of Agricultural Economics, United States Department of Agriculture, Washington, D. C. For the regional approach see Section III of Part II of this booklet.)

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PART I

SUGGESTIONS TO TEACHERS

for

**THE STUDY OF COMMUNITY AND REGIONAL
PROBLEMS**

One of the most significant developments in recent educational practice is the increasing use of community and regional resources in classroom learning. In any community may be found dozens of illustrations of the problems that disturb the public spirited citizen. These local situations may be used profitably as a starting point in the development of the study of problems on a state, regional, or national basis. The competent social science teacher will always keep in mind the importance of beginning with community and regional problems, and he will endeavor to avoid abstract and impersonal treatment. He will make every effort to use all the resources of the pupils and of the community. But in many communities these resources will likely prove inadequate. From the many topics available a few have been selected for specific suggestions. These suggestions are offered in the hope that they may indicate some of the opportunities open to teachers who seek free and inexpensive materials and who wish to emphasize the regional approach to social science learning situations.

CONSERVATION OF NATURAL RESOURCES

The movement for the conservation of the natural endowment of the nation is not a new one, but the emphasis on this subject in the schools is steadily increasing. Many pupils are already interested in the preservation of the soil, the building of forest reserves, and the protection of wild life.

In studying the problems of conservation the teacher or representative of the class may find valuable general assistance from

some of the following sources:

1. The county demonstration agent of the United States Agricultural Extension Service. (Ask for a personal visit.)
2. The extension division of the state college of agriculture.
3. The state agency for promoting conservation.
4. Any camp of the Civilian Conservation Corps. (For general information write United States Civilian Conservation Corps, Washington, D. C.)
5. Information Office, Tennessee Valley Authority, Knoxville, Tennessee.

(If background information in this field is desired, an excellent inexpensive book is Renner, George T., and Hartley, William H., *Conservation and Citizenship*. Boston: D. C. Heath and Company, 1940. \$1.60. Illustrated. See also list of free and inexpensive materials, Part II of this bulletin.)

Below will be found suggestions on several specific topics in the field of conservation.

I. SOIL

The Soil Conservation Service of the United States Department of Agriculture offers free to teachers or schools many publications, educational charts, and other visual material dealing with soil conservation and related subjects. Teachers are expected to write to the regional offices rather than to the department. At each regional office are information specialists who will help teachers in planning classroom work or field trips and who will provide whatever local or regional material is available. The regional offices also lend film strips and motion pictures to schools. Inquiry should be addressed to Information Division, Soil Conservation Service, United States Department of Agriculture. For Kentucky and Tennessee the inquiry should be mailed to Dayton, Ohio. For Virginia, North and South Carolina, Georgia, Florida, Alabama, and Mississippi the address is Spartanburg, South Carolina. Teachers in Arkansas, Louisiana, Oklahoma, and Texas should write to Fort Worth, Texas.

The Soil Conservation Service also offers teachers valuable assistance in planning their work. Request should be made for the most appropriate booklets from the following recommendations:

Information Division, Soil Conservation Service
United States Department of Agriculture
Albuquerque, New Mexico

1. *A Problem of Conservation and Land Use for Older Students*. 1939. Regional bulletin No. 61.
2. *Suggestions for a Teaching Unit in Conservation for Intermediate Grades*, Anne Raymond. August, 1936.

Division of Information, Soil Conservation Service
United States Department of Agriculture
Washington, D. C.

1. *Saving Our Soils, a Unit of Study for Junior and Senior High Schools*, Harriet Carter. 1938.
2. *Some References for Teachers on Soil Conservation and Land Use*, Helen M. Strong. March, 1940.
3. *Land Use Problems for the Senior High School*, Helen M. Strong. 1939.
4. *Soil and Water Conservation and Land Use—Some Junior High School Activities and Problems*, Helen M. Strong.
5. *Soil and Water Conservation and Land Use—Some Elementary School Activities and Problems*, Helen M. Strong.
6. *Conservation of the Soil, a Unit for Elementary Schools*. Developed by Fairbrother-Rossell School. March, 1940.

A valuable center of information on "soil, rain, and man" is Friends of the Land, 710 Dendrike Building, Washington, D. C., publishers of the magazine, *The Land*.

II. FORESTS

The Division of Information and Education of the Forest Service, United States Department of Agriculture, Washington, D. C., is a source of information and assistance in studying the social value of forests. Especially to be recommended is its booklet, *Forest Conservation in the Social Studies and Sciences*. This is a series of units for the use of high school teachers. It is general but provides suggestions for local and regional studies.

In each state is a state forester or an agency dealing with forest

conservation. Often these agencies will provide valuable assistance to any teacher requesting it. Write to the appropriate agency of your state.

III. WILD LIFE

In the movement for conservation there is increasing emphasis on the protection of wild life. Local and regional phases of this problem can be developed from the following sources:

1. The National Wild Life Federation, Normandy Building, Washington, D. C.
2. The fish and game commission of each state.
3. The United States Biological Survey, Washington, D. C. Ask for booklets on your special field of interest.
4. The National Park Service, United States Department of the Interior, Washington, D. C. Inexpensive booklets describing many of the scenic features of national parks and monuments. (Inquire about those of local or regional interest.)
5. The local ten cent stores and book dealers. Inexpensive, illustrated booklets on common wild flowers, birds, trees, etc.

EDUCATION

Southern educational problems are similar to those of other regions. The following sources, however, emphasize the regional point of view:

The Julius Rosenwald Fund, 4901 Ellis Avenue,
Chicago, Illinois

Little Red Schoolhouse Southern Style, Edwin R. Embree.
National Association for the Advancement of Colored People,
69 Fifth Avenue, New York City

1. *White and Negro Schools*, Arthur Raper
2. *Racial Inequalities in Education*

Superintendent of Documents, Government Printing Office,
Washington, D. C.

Report of the President's Advisory Committee on Education. 1938. Especially Chapter II, "Inequality of Educational Opportunity," showing difficulties in providing public education in the Southern regions. 243 pages. 35 cents.

Other valuable sources of information on specific topics are:

1. The executive offices of the several state educational associations. These are usually located in the state capital.
2. The state departments of education, especially their agency for curriculum revision.
3. The National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.
4. The American Council on Education, 744 Jackson Place, N. W., Washington, D. C.
5. The American Youth Commission, 744 Jackson Place, N.W., Washington, D. C.

From the department of education in each state capital there can be obtained data on attendance, illiteracy, per capita expenditures, etc. of the several counties. These data can then be portrayed graphically. A model for this project and for other regional comparisons may be obtained free by asking the Office of Education, Federal Security Agency, Washington, D. C., for its *Illiteracy Map of the United States*. Many classes will be interested in trying to explain the relative standing of their county and its neighbors.

FAMILY SPENDING

Localities and regions vary in their scale of values in spending the family income. Community and regional folkways in purchasing food, clothing, amusement, etc. may be the basis of an interesting series of lessons. The scarcity of materials on regional aspects of the problem may prevent some teachers from undertaking this topic. General phases of wise purchasing can, however, be studied from the following sources:

1. The Bureau of Home Economics, United States Department of Agriculture, Washington, D. C.—free booklets.
2. Consumers' Counsel Division, Agricultural Adjustment Administration, United States Department of Agriculture, Washington, D. C.—free booklets.
3. Household Finance Corporation, 919 North Michigan Avenue, Chicago, Illinois—free booklets.

4. Good Housekeeping Institute, 57th Street and 8th Avenue, New York City—inexpensive booklets.
5. County home demonstration and agricultural agents.

FOLK LORE AND ARTS

The South is the region of the United States which contains the greatest survivals of folk lore, folk songs, and folk arts. When folk beliefs and practices are contrary to the findings of scientists they are thought of as superstitions, but they are nevertheless often influential in the lives of many people, especially those living in isolated communities. Although much Southern folk lore comes from Europe and West Africa, these remnants of the past may give color and interest to community and regional studies. Students are often able to collect from parents and friends accounts of folkways and customs that may be used as indications of the life of the past or as illustrations of the spread of European folk culture to the American colonies.

Folk songs, either traditional or recent, are of especial value in arousing student and community interest. With the cooperation of the music teacher a program of folk songs may be prepared for community entertainment. Similarly, folk arts and handicrafts may lend interest to cooperative undertakings in social studies, dramatics, and industrial arts.

GOVERNMENTAL PROBLEMS

Because of state lines and loyalties regional problems of government are obscured. Local and state problems, however, are worthy of careful consideration. Any community can provide realistic material on the study of tax assessment and collection, law enforcement, governmental aid for the promotion of the general welfare, etc. Information about the work of the regional agencies of the national government can be secured from the United States Information Service, 1405 G Street, N. W., Washington, D. C.

Many states publish legislative manuals listing state and county officers and giving brief descriptions of governmental agencies. State planning boards may also provide valuable assistance in the study of state and local government. Associations of taxpayers often publish useful analyses of governmental spending.

HEALTH

In treating the subject of health the teacher can easily make use of the increasing public concern over the development and protection of the physical fitness of young and old. The study of local health problems may arise naturally from the threat of a school epidemic. General principles may then be developed concerning personal habits, protective foods, avoidance of contagion, immunization, etc.

Southerners have, moreover, a special interest in certain problems of public health, such as control of malaria and hookworm, food deficiencies, infant mortality, and lack of facilities for adequate medical care. The Welfare Division, Metropolitan Life Insurance Co., New York City, offers excellent free booklets on almost any phase of public health. Their regional materials include booklets on malaria, hookworm, and protective foods. The John Hancock Insurance Company, Boston, Massachusetts, also offers excellent free booklets on various topics in the field of health. The United States Public Health Service, Washington, D. C., is a valuable source of information. Each state department of public health publishes material on health problems of especial concern to the area. A free booklet, *Health Education for Teachers*, can be obtained from the National Tuberculosis Association, 50 West 50th Street, New York City. Comprehensive free booklets on *Prenatal Care*, *Infant Care*, and *The Child from One to Six*, are available from The Children's Bureau, United States Department of Labor, Washington, D. C. The American Medical Association, 535 North Dearborn Street, Chicago, Illinois, publishes inexpensive booklets on many topics in this field. Write for a free price list.

HOUSING

Adequate housing is now recognized as more than an individual or family problem—it is the concern of the community, region, and nation. The study of this topic may well begin with a survey of the housing needs of the local community or neighborhood. This can be extended to an inquiry about the South's needs for more durable buildings, sanitary facilities, repair, beautification, etc. Section 8 of the *Report on Economic Conditions of The*

South (free from the United States Information Service, Washington, D. C.) gives a graphic description of the region's need for better housing and concludes, "By the most conservative estimates, 4,000,000 Southern families should be rehoused. This is one half of all families in the South."

Further information on housing can be obtained from the following:

1. Federal Housing Administration, Washington, D. C. Ask especially for the free booklet *Principles of Planning Small Houses*.
2. State agricultural experiment stations. Write for information on rural housing.
3. The Farm Security Administration, United States Department of Agriculture, Washington, D. C.—inexpensive suggestions for farm houses adapted to the needs of each region of the United States.
4. The Public Affairs Committee, Inc., 8 West 4th Street, New York City—booklets on housing at 10 cents each.
5. American Home Economics Association, Mills Building, Washington, D. C.—inexpensive booklets.
6. American Education Press, Columbus, Ohio—low cost teaching units on housing.
7. State planning boards. Inquire about housing needs in the respective states.

INDUSTRY

In studying problems of industry, either locally or regionally, a wealth of materials can be secured, usually without cost, from the various associations of manufacturers or producers. Any Chamber of Commerce will be able to offer suggestions for securing information about a specific industry. Some states have manufacturers associations that offer booklets from which valuable data may be secured. State planning boards are also excellent sources of information. The agencies established by several states to encourage new enterprises may provide suitable materials; for example, see the beautifully illustrated booklet *A New Industrial Horizon* issued by the Arkansas Agricultural and In-

dustrial Commission, Little Rock, Arkansas. The National Association of Manufacturers, 14 West 49th Street, New York City, publishes booklets on economic and industrial problems and offers at the cost of transportation a number of sound-slide films. *The Manufacturers Record*, published at Baltimore, Maryland, is a magazine devoted largely to Southern economic and industrial development.

POPULATION

The South has many problems of population—a large minority group, high birth rates, overcrowding of many rural areas, and a net loss of three and a half million by migration in a thirty-year period. Among the topics that may be studied either locally or regionally are minority groups and their relations with the majority, comparative birth and death rates, changing areas of dense and sparse population, decreasing or increasing number of young people, reasons for increasing or decreasing population in the area, number and quality of those leaving and coming into the area, etc.

The reports of the Bureau of the Census, Washington, D. C., provide the principal source of statistical data. The forthcoming *Abstract of the Sixteenth Census* (1940) will be especially valuable. Inquiry should be made to the Superintendent of Documents, Washington, D. C. State planning boards may have these data in more readily usable form. The National Resources Committee has prepared a valuable report, *Problems of a Changing Population*, 1938, which can be secured for 75 cents from the Superintendent of Documents, Washington, D. C. Through the county or state health departments information on community birth and death rates can often be secured. These can be used to arouse local interest in the fundamental problems of population. The Southern Interracial Commission, 710 Standard Building, Atlanta, Georgia, has for free distribution a booklet, *Population Problems in the South*, which deals primarily with Negro-white relations. For rural population problems in the areas being studied inquiry should be made from the Division of Farm Population and Rural Welfare, Bureau of Agricultural Economics, United States Department of Agriculture, Washington, D. S.

PUBLIC WELFARE AND SOCIAL SECURITY

The growth of city life and the insecurity of an industrial age have increased the hazards of living and decreased the possibility of help from the resources of the neighborhood. Consequently the protection of the health and comfort of children, the aged, and the needy is today an increasing function of government. In every community there are relief agencies where students can make some first-hand study of this problem. The study may then develop into the special difficulties of the South with its low per capita wealth and income and its burden of unskilled, unemployed, and needy.

Many sources of information are available to teacher and class. Each state board of welfare publishes annual reports and pamphlets on child welfare, aid to dependent children, crippled children's services, old age assistance, institutional care, relief problems, and social security. Most states have a state planning agency or a council for social welfare to which teachers may write for suggestions. The Citizens' Fact Finding Movement, 411-14 Forsyth Building, Atlanta, Georgia, is an excellent example of such an agency.

Maxwell S. Stewart, *Children in a Democracy*, 1940, is a valuable general reference. (10 cents from the Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City.)

The National Youth Administration, The Work Projects Administration, and the Social Security Board (address each at Washington, D. C.) will give help on their special phases of this subject.

For an excellent discussion of the school's relationship to social welfare agencies, see *Social Services and the Schools*, published in 1939 by the Educational Policies Commission, 1201 Sixteenth Street, N. W., Washington, D. C. Price 50 cents.

RACE RELATIONS

One of the problems of grave concern for Southerners is the difficulty that ensues when two diverse racial groups occupy the same region. Because of the emotions aroused by previous conflict, this topic should be prepared with unusual care and presented as objectively as possible. The three agencies listed below have differing points of emphasis, but each will assist the teacher

with booklets and suggestions:

1. Southern Interracial Commission, 710 Standard Building, Atlanta, Georgia.
2. The Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois.
3. National Association for the Advancement of Colored People, 69 Fifth Avenue, New York City.

For authoritative information on problems of Negro youth in the South consult The American Youth Commission, 744 Jackson Place, Washington, D. C. The Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois, published March, 1941, an excellent annotated bibliography on the Negro. 48 pages. Free.

RECREATION

A study of the wise use of leisure time may well begin with a class-conducted survey of the recreational facilities and needs of the community. A map of local recreational centers can be prepared from information available to students. Another chart of recreation needs may stimulate discussion, especially on the school's responsibility for leisure time activities during holidays and vacation periods. Travel bureaus, tourist agencies, and highway departments are sources of help in studying travel as a form of recreation. Various governmental agencies also publish booklets on the recreational advantages of their areas.

The following references may be of value in developing materials for use in studying this topic:

1. The Children's Bureau, United States Department of Labor, Washington, D. C., *Handbook for Recreation Leaders*. 121 pages. 1936. Illustrated. Free.
2. National Park Service, United States Department of Interior, Washington, D. C., *Map of the United States* showing state and national recreational areas. 32x43. Free. From this service may also be obtained beautifully illustrated booklets on the national parks.
3. The National Recreation Association, 315 Fourth Avenue, New York City, is a center of inexpensive information on games, drama, handicrafts, social recreation, etc.

4. Superintendent of Documents, Washington, D. C., *Development of a Leisure-Time Program in Small Cities and Towns*, by Ella Gardner. Bureau publication No. 241. Pamphlet, 13 pages—5 cents. A method of initiating a community program, planning the survey meeting, starting the program, standards for playgrounds and other recreation facilities, suggestions for further reading, and a list of national agencies concerned with recreation.
5. Work Projects Administration, Recreation Section, Washington, D. C., *Youth and Leisure*. 14 pages mimeographed. 1937. Free.

SOCIAL AND REGIONAL PLANNING

During recent years the emphasis on social and regional planning in the United States has increased many fold. State, regional, and national agencies have been active in preparing carefully planned programs for social betterment. Some of these programs, notably that for the Tennessee Valley, have greatly influenced the direction of both private and governmental activities.

The making of a plan for the future development of the school's community will appeal to the interest of both pupils and parents. Local and governmental leaders may be willing to assist in important phases of the planning. A public forum for discussion may enlist general interest and support. For additional information make specific inquiries of:

1. Director of Information, Tennessee Valley Authority, Knoxville, Tennessee.

(Ask for Free Packet of T.V.A. materials including twenty-two titles on sixteen subjects.)

2. National Economic and Social Planning Association, 1721 Eye Street, N. W., Washington, D. C.
3. National Resources Planning Board, Washington, D. C.

Our National Resources: Facts and Problems outlines the principal problems in social planning, describes the work of this board, and lists its publications—an excellent free booklet.

4. The Division of Farm Population and Rural Life, Bureau of Agricultural Economics, United States Department of Agriculture, Washington, D. C.

(An excellent reference on rural planning. Ask especially for Farmers' Bulletin No. 1441, *Rural Planning—The Village.*)

5. The State Planning Board at your state capital.

(Some of these planning boards are inactive but others are valuable sources of information.)

YOUTH

In the United States about one-sixth of the population are young people between the ages of 16 and 24. In the South, especially in the rural communities, the proportion of youth is even greater. In this region, however, the chances of earning a living are so restricted that many youths are forced to seek employment elsewhere or to run the risk of deterioration in morale for lack of opportunity at home.

This problem should be studied in the school's area and then broadened to include regional aspects. Perhaps unemployed young men or women will be willing to appear before the class and describe their difficulties. Others may be interviewed by class representatives. The state or local director of the National Youth Administration may be glad to assist in this project. Further aid on specific topics can be obtained from The National Youth Administration, Washington, D. C.

The following sources can be used in studying the general phases of this problem:

American Youth Commission of The American Council on Education, 744 Jackson Place, N. W., Washington, D. C.

1. *A Program of Action for American Youth.* 20 pages, 1939. Free up to five copies. Contains discussion of youth problems and the recommendations of the commission.
2. *Youth—Their Jobs, Their Health, Their Schooling.* 11 pages. 1939. Free. A summary of the recommendations of the Council for the solution of youth problems.

Other publications by this commission include: *Community Responsibility for Youth*, free; *The Occupational Adjustment of Youth*, free; *How to Make a Community Youth Survey*, 25 cents; *The Community and Its Young People*, 15 cents. This commission is also publishing a series of books dealing with problems of Negro youth in the South; for example, see Ira De A. Reid, *In A Minor Key*, \$1.25; and Charles S. Johnson, *Growing Up In The Black Belt*, \$2.25.

Division of Research, Work Projects Administration, 1734 New York Avenue, N. W., Washington, D. C.

Rural Youth. 35 pages. 1939. Free.

Discussion of various phases of the youth problem, including migration, morale, education, recreation, and various government agencies which aid them. Selected bibliography on youth.

Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City.

Youth in the World Today. 40 pages. 1940. 10 cents.

A well written booklet on the problems of youth.

PART II

FREE AND INEXPENSIVE MATERIALS FOR CLASSROOM USE

GENERAL SUGGESTIONS FOR WRITING FOR MATERIALS

A. Free Materials

Free materials are often published as a form of advertising. When used with discrimination, however, they may have great educational value. Publishers of the more useful of these booklets should be sent a note of thanks by a class representative.

1. Write for free materials only when you expect to use them.
2. Explain your need and state your position as teacher or pupil-representative.
3. Write your name and mail-address clearly.
4. Unless the source is a government agency, inclose a stamp for mailing the materials.

B. Government Publications

Government publications are provided at public expense. This privilege should not be abused.

1. Write to the issuing agency for a free copy of the material you desire. Be specific as to your needs. Ask for a substitute document if the supply of the one you desire is exhausted.
2. The number of government publications for free distribution is limited but they can be purchased at very reasonable prices from The Superintendent of Documents, Government Printing Office, Washington, D. C. Write

for prices of publications you desire. Payment may be made with coin or currency, postal money orders, or coupons purchasable from The Superintendent of Documents. Stamps and personal checks are not acceptable.

SUGGESTED LIST OF FREE AND INEXPENSIVE MATERIALS

I. Natural Resources

A. The Land and Its Endowment

Public Affairs Committee, Inc.
8 West 4th Street, New York City

Saving Our Soil—1937

Pamphlet, 32 pages—10 cents.

Graphs and good reading material. Usable at all levels.

Office of Information

Tennessee Valley Authority, Knoxville, Tennessee

1. *Forests and Human Welfare*. 1940.

Booklet, 46 pages, illustrated. Free.

A story of the use of forests by man and of their influence upon control of water on the land, with special reference to the Tennessee Valley region. Junior and senior high school level.

2. *Soil, the Nation's Basic Heritage*

Pamphlet, 58 pages, illustrated. Free.

The effects of soil depletion and erosion upon the people and the institutions of the Tennessee Valley. The restoration and improvements that are being made under the guidance of the T.V.A. Excellent material. Usable at all levels.

United States Department of Agriculture
Washington, D. C.

1. *A Graphic Summary of Physical Features and Land Utilization in the United States*, O. E. Baker.

Miscellaneous publication No. 260. Free.

A series of maps and charts showing land uses and agricultural conditions by states and regions. Secondary school level.

2. *Common Birds of Southeastern United States in Relation to Agriculture.* 1927.

Farmers' bulletin No. 755.

Pamphlet, 44 pages, illustrated. Free.

3. *Soil Defense in the South*, E. M. Rowalt. 1938.

Farmers' bulletin No. 1809.

Pamphlet, 64 pages, illustrated. Free.

Excellent. Usable above elementary school level.

4. *Soil Defense of Range and Farm Lands in the Southwest*, E. M. Rowalt. 1939.

Miscellaneous publication No. 338.

Pamphlet, 51 pages, illustrated. Free.

The Southwest as considered in this publication is a geographical region including all Arizona and New Mexico.

5. *Southern Pines Pay.* 1939.

Miscellaneous publication No. 357.

Pamphlet, 24 pages, illustrated. Free.

The reclamation of useless land through timber farming. A story in pictures. Excellent material. Usable at all levels.

6. *The Land in Flood Control*

Miscellaneous publication No. 331.

Pamphlet, 38 pages, illustrated. Free.

Flood control through conservation farming and forestry practices. Excellent. Usable at all levels.

7. *To Hold This Soil*, Russell Lord. 1938.

Miscellaneous publication No. 321.

Book, 122 pages, illustrated. Free.

A semi-romantic appeal for soil conservation. Effects of erosion are graphically illustrated as results of "manhandled land." Invaluable for teachers. Usable above elementary school.

8. *What is Soil Erosion?* 1938.

Miscellaneous publication No. 286.

Pamphlet, 85 pages, illustrated. Free.

Soil erosion discussed by a geologist. Analysis of problems of erosion control and soil conservation in land use. Excellent. Usable at all levels.

B. Men and Natural Resources

Advertising Division

Department of Conservation and Development

Raleigh, North Carolina

Variety Vacationland—Free

Beautifully illustrated pamphlet of about 38 pages. Excellent for all levels.

American Petroleum Institute

50 West 50th Street, New York City

Series of Folders—Free

Illustrated and printed material describing petroleum drilling and production. Junior and senior high school.

Arkansas Publicity Advisory Commission

Little Rock, Arkansas

Arkansas—New Places to See, New Things to Do.
Free.

Beautifully illustrated booklet of about 40 pages. Contains a highway map of Arkansas. Excellent at all levels.

Armour Company

Union Stock Yards, Chicago, Illinois

Food Source Map—Free.

Pictorial map of the United States in color;

showing regional sources of food. Notebook size reproductions also available free.

Commissioner of Agriculture
Louisiana State Department of Agriculture
Baton Rouge, Louisiana

1. *A Brief Discussion of the History of Cotton, its Culture, Breeding, Harvest, and Uses.* 1940.

Pamphlet, 44 pages, illustrated. Free.

Written in easy, understandable manner; some statistics. Junior and senior high school.

2. *A Brief Discussion of the History of Sugar Cane—Its Culture, Breeding, Harvesting, Manufacturing and Products.* 1939.

Pamphlet, 21 pages, illustrated. Free.

Cultivation, harvesting, etc. peculiar to the United States. Junior and senior high school level.

3. *Rice.* 1940.

Pamphlet, 22 pages, illustrated. Free.

The production and uses of rice. Junior and senior high school level.

International Harvester Company
180 North Michigan Avenue, Chicago, Illinois

Better Pastures in the South.

Pamphlet, 44 pages, illustrated. Free.

Attractive booklet on the South's need for pastures and forage crops. Usable above elementary school.

National Cottonseed Products Association, Inc.
731 Sterick Building, Memphis, Tennessee

1. *Cottonseed and Its Products.* 1941

Pamphlet, 35 pages, illustrated. Free.

The story of cotton and the history of the cottonseed, the manufacturing process, cottonseed products, industry problems, bibliog-

raphy, and tables. For teachers and senior high school.

2. *Through the Cotton Boll.* 1938.

Pamphlet, 28 pages, illustrated. Free.

The story of cottonseed. Junior and senior high school level. Good.

Planters Nut and Chocolate Company
Wilkes-Barre, Pennsylvania

What Do You Know About Peanuts?

Pamphlet, 10 pages, illustrated. Free.

Facts about peanuts—their food value, etc. Photographs with brief text on how peanuts are grown, cared for, prepared for market, etc. Good at all levels.

Public Relations Department
E. I. DuPont de Nemours and Company, Inc.,
Wilmington, Delaware

Cotton Goes to Market in 10,000 Forms, E. K. Bolton. 1937. Mimeographed, 8 pages. Free.

Interesting and usable in junior and senior high school.

Superintendent of Documents
Government Printing Office, Washington, D. C.

1. *Stories of American Industry.* 1938.

Booklet, 99 pages—10 cents.

Several pages on each of 23 American industries: the railway system, the iron and steel industry, fisheries, the story of paper, building construction, textiles, coal mining and coke manufacture, the lumber industry, recreation and sports, etc. Excellent material.

2. *Stories of American Industry:* Second series, 1938. Pamphlet, 150 pages, illustrated. 20 cents.

Several pages on each of 33 American industries: naval stores, furniture, petroleum, tobacco, asphalt, home building, printing, etc.

Department of Regional Studies

Tennessee Valley Authority, Knoxville, Tennessee

1. *Recreational Development of the Southern Highlands Region: A Study of the Use and Control of Scenic and Recreational Resources.* 1938. Mimeographed, 61 pages, illustrations and graphs—Free.

An aid in the proper use and development of the natural and created recreational resources of the highland portion of the Tennessee Valley and adjoining territory. Usable above elementary school.

2. *The Scenic Resources of the Tennessee Valley: A Descriptive and Pictorial Inventory.* 1938. Book, 222 pages, illustrations and maps. \$1.00.

Well illustrated description of the scenic and recreational resources of the Valley. Excellent maps. Usable above elementary school.

Information Office

Tennessee Valley Authority, Knoxville, Tennessee

- Recreational Development of the Tennessee River System.* 1940. Booklet, 99 pages, illustrated. Free.

A report on the recreational development of the Tennessee River System. Usable above elementary school.

Southern Division, Agricultural Adjustment Administration,

United States Department of Agriculture,
Washington, D. C.

1. *Guide for Use of Some Charts Relating to Some of the Problems of the South.* 1938.

Pamphlet, 31 pages, 15 charts. Free.

A guide to informative charts issued in 1937 by this agency. Small reproductions are included in the pamphlet. For the teacher and advanced secondary school pupils.

2. *Helping Farm Families Help Themselves.*

Pamphlet, 15 pages, illustrated. Free.

Pictorial report of efforts of this agency toward agricultural betterment in the South. Good. All levels.

3. *'Round the World With Cotton.* 1941.

Booklet, 148 pages, illustrated. Free.

An excellent informative treatment of the national and international aspects of cotton production and use. Secondary school level. (Teachers should write for the *Teaching Guide.*)

Social Science Research Council

University of Oklahoma, Stillwater, Oklahoma

Indices of Level of Living for the Thirteen Southern States by Counties, 1930, Morris M. Blair. July, 1932. Publication No. 2. Pamphlet, 70 pages—Free.

Statistical data useful for county comparisons. Secondary school level.

II. Human Resources

Conference on Education and Race Relations

710 Standard Building, Atlanta, Georgia

1. *America's Tenth Man.* 1939.

Pamphlet, 16 pages—one copy free, 20 cents per dozen.

A brief summary of the Negro's part in American history.

2. *The South's Landless Farmers.* 1937.

Pamphlet, 28 pages, illustrated. 10 cents.

The plight of the farm tenant graphically told and illustrated by sixteen striking photographs.

3. *Understanding Our Neighbors*, R. B. Eleazer. 1940. Pamphlet, 32 pages—10 cents. Free to teachers.

An educational approach to America's major race problem.

Julius Rosenwald Fund
4901 Ellis Avenue, Chicago, Illinois

1. *Every Tenth Pupil; The Story of the Negro Schools in the South*, Edwin R. Embree.

Pamphlet, 12 pages—Free.

Describes educational facilities for Negroes and indicates need for equalizing educational opportunities. Usable above elementary school.

2. *School Money in Black and White*.

Pamphlet, 20 pages, illustrated. Free.

The plight of white and Negro education in the South compared with the rest of the country and with each other. Usable at all levels.

Silver Burdett Company
45 East 17th Street, New York City

Farmers Without Land, Rupert B. Vance. 1940

Pamphlet, 32 pages—10 cents.

Deals with farm tenancy and the problems associated with it.

Superintendent of Documents
Government Printing Office, Washington, D. C.

Farm Tenancy—Report of the President's Committee. 1937.

Printed book, paper cover, 108 pages, illustrated. 30 cents.

Contains a technical supplement tracing the distribution and growth of tenancy and analyzing conditions and problems confronting farm tenants in the United States. Useful for teacher or senior high school.

Office of Education
Federal Security Agency, Washington, D. C.

1. *Education in the Southern Mountains*, W. H. Gaumnitz. 1938.

Pamphlet, 51 pages, illustrated. Free.

Study of educational conditions in the area.
Excellent for senior high school.

2. Illiteracy Map of the United States. 1933.
3x4½ feet—Free.

A striking map in colors showing the percentage of illiteracy in every county of the United States.

III. The South and Its Special Problems

Public Affairs Committee, Inc.

30 Rockefeller Plaza, New York, New York

The South's Place in the Nation, Rupert B. Vance.

Public Affairs pamphlets, No. 6 (Revised). 1938.
32 pages—10 cents.

Based on "The Southern Regional Study," sponsored by the Social Science Research Council.
Excellent material. Usable at all levels.

Information Office

Tennessee Valley Authority, Knoxville, Tennessee

1. *Restoration of Economic Equality Among the Regions of the U. S.*, David E. Lilienthal. 1940.

Pamphlet, 20 pages—Free.

An excellent treatment of freight rate differentials with a map and four charts. Senior high school.

2. *T.V.A., Its Work and Accomplishment*. 1940.

Pamphlet, 64 pages, illustrated—Free.

Outlines the T.V.A. program and its program of land and water conservation. Senior high school.

Agricultural Adjustment Administration
United States Department of Agriculture
Washington, D. C.

Cotton, Land, and People, July, 1940. SRM-428.

Pamphlet, 11 pages—Free.

A brief discussion of some outstanding Southern problems.

United States Information Service

1405 G Street NW, Washington, D. C.

Report on Economic Conditions of the South. 1938.

Pamphlet, 64 pages—Free.

A challenging, authoritative statement of the major problems of the Southern regions. Fifteen sections dealing with Economic Resources, Soil, Water, Population, Private and Public Income, Education, Health, Housing, Labor, Women and Children, Ownership and Use of Land, Credit, Use of Natural Resources, Industry, and Purchasing Power. Indispensable for junior and senior high schools.

United States Superintendent of Documents

Government Printing Office, Washington, D. C.

Economic and Social Problems and Conditions of the Southern Highlands.

Miscellaneous publication No. 205. 1935. Book, 184 pages, illustrated—50 cents.

Excellent material. Contains tables, maps, and diagrams. For use by the teacher.

Work Projects Administration Washington, D. C.

1. *Landlord and Tenant on the Cotton Plantation*, T. J. Woofter and others, 1936. Book, 288 pages. Free.

An interesting statistical analysis of rural life and problems in the cotton growing areas of the South. Senior high school.

2. *Rural Regions of the United States*, A. R. Mangus. 1940. Book, 230 pages—Free.

Provides a geographical background for analysis of regional problems. For use by the teacher.

3. *The Plantation South 1934-1937*, William C. Holley, Ellen Winston, T. J. Woofter, Jr., 1940. Research Monograph XXII. Book, 146 pages, illustrated—Free.

“A comprehensive report on recent changes in plantation organization and operation in the Southeast.” Contains figures, photographs, and tables. For use by the teacher.

4. *The Plantation South Today*, T. J. Woofter, Jr., and A. E. Fisher, 1940.

Social Problems Series No. 5.

Booklet, 27 pages—Free.

A picture of social and economic conditions on the larger farms of the Southern regions. Secondary school level.

PART III

SUPPLEMENTARY MATERIALS

AUDIO-VISUAL AIDS

The exclusive use of textbooks in social science classrooms is fortunately steadily decreasing. The resources of the local community may be utilized in dozens of ways to illustrate and supplement more formal instruction. Almost universally such supplementation wins approval from both teacher and pupils as assisting in genuine understanding of concepts and in giving a realistic picture of a living social world. But many communities are somewhat limited in illustrative material. Fortunately the recent development of audio-visual aids makes it possible to bring into the classroom some aspects of the life of other communities and to focus social science teaching on problems of local and regional significance.

Many audio-visual aids are available in the typical community. From their homes students may bring photographs, snap-shots, and pictures from illustrated magazines. Creative effort may be developed by making a map of the community or charts showing social facts and problems of the school area or of the region. These home-made materials are often more valuable in teaching than are the more attractive aids that can be secured elsewhere.

Many governmental agencies have, however, developed inexpensive audio-visual aids that are very serviceable in the school. These are sometimes free or rentable at a minimum fee. State conservation commissions, agricultural extension divisions, highway departments, forestry services, and health departments are also sources of such materials. Upon request some of these agencies will provide portable projectors and screens; a few send demonstrators or lecturers to assist in presentation.

Below are listed some sources of audio-visual aids which will assist in the graphic presentation of social studies in the class-

room. The number of regional films is at present quite limited but it may reasonably be expected to increase.

1. Children's Bureau, United States Department of Labor, Washington, D. C. Films available from the Bureau include prenatal care, a day in the life of the six-months-old baby, development of the same baby from nine to sixteen months, and a day in her life at the age of two.
2. Erpi Classroom Films, Inc., 35-11 Thirty-fifth Avenue, Long Island City, New York. *Instructional Sound Films for the Classroom*. Catalogue free. Films produced under sponsorship of leading educators. For sale only.
3. Extension Service, United States Department of Agriculture, Washington, D. C. *Film Strips*. 7 pages, 1939. Free. A price list of film strips on such subjects as soil conservation, farm crops, dairying, farm economics, and home economics. Most of the strips sell for 50 or 55 cents each. Lecture notes are provided with each film strip purchased if it is not self-explanatory.
4. Information Office, T.V.A., Knoxville, Tennessee. A list of films may be secured by writing the office. Lent free to schools and public agencies with payment of transportation charges. Preference to schools in Tennessee Valley region but also available to others.
5. Motion Picture Project, The American Council on Education, 744 Jackson Place, Washington, D. C. Inexpensive booklets on the use of films in the classroom.
6. National Association of Manufacturers, 14 West 49th Street, New York City. Sound slide films on economic and industrial problems offered at cost of transportation.
7. School Film Libraries, Inc., 9 Rockefeller Plaza, New York City. Educational films for rent or sale.
8. Society for Visual Education, Inc., 100 East Ohio Street, Chicago, Illinois. Catalogue of films on request.
9. Teaching Films Division, Eastman Kodak Company, 343 State Street, Rochester, New York. A number of regional films offered for sale.
10. United States Film Service, Washington, D. C. *Directory of United States Government Films*. Free. Films listed

by agencies. Contains directions for securing films and a description of each. Sources of government film strips and lantern slides also indicated.

11. United States Office of Education, Washington, D. C. *School Use of Visual Aids*. 68 pages. 1938. Purchasable from the Superintendent of Documents, Washington, D. C., for 10 cents.
12. Yale University Press, Film Service, 386 Fourth Avenue, New York City. Issues a series of films based on events in American history. These may be rented for a reasonable fee. Information sent on request.
13. College and university bureaus of visual aids in education. (Inquiry may be sent to the Extension Division of the state university.)

Radio programs may be of value in regional studies, either directly or indirectly in presenting topics that can be adapted for community or regional emphasis. Class members usually can report programs of value in the social studies. Information may also be obtained from Federal Radio Education Committee, United States Office of Education, Washington, D. C. Many of the programs of greatest educational value are summarized in booklets that can be had upon request to the radio station.

The illustrated magazines now so popular in the United States often have material of community or regional significance. Of these perhaps the most useful for secondary schools is *Building America*, published by the Americana Corporation, 2 West 45th Street, New York City, for \$2.00 a year or 30 cents a copy. This is a photographic magazine of modern problems that is especially planned for school purposes. Each issue is devoted to one topic. Inquire about topics in which you are interested.

MAPS AND CHARTS

One of the essentials in the study of local and regional social problems is the use of maps and charts, both for showing place relations and for graphic presentation of data on the area being studied. A large map of the school community and pins of several colors provide one of the most convenient devices for summarizing local information on many topics. County, state, and regional maps can be used in a similar manner. Outline maps

also have many uses in social science classes.

The commercial map dealers are continually improving the educational value of their offerings. Addresses of these publishers may be secured from any educational journal. In addition, the teacher may often obtain useful maps from the state highway department, the state planning board, or the office of the state geologist. Inexpensive maps showing many local areas in considerable detail may be purchased from several government agencies. County maps showing cultural features and indicating rural mail routes can be secured from the United States Post Office Department, Washington, D. C. The United States Geological Survey, Department of the Interior, Washington, D. C., offers maps and folios showing topography and some cultural features. The county maps of the United States Soil Survey, Department of Agriculture, Washington, D. C., show types of soil and principal cultural features. Inquire of the department preferred, specifying the exact locality in which you are interested. A price list of maps of various sections of the Tennessee Valley may be secured by writing Central Files, T.V.A., Knoxville, Tennessee. This is an excellent source of inexpensive maps of local areas.

MISCELLANEOUS SUGGESTIONS

The enterprising teacher can find many sources of regional materials that have not been mentioned in this booklet. For example, in each state the Federal Writers Project of the W.P.A. has prepared a state guide that contains a wealth of material which is of use in the classroom. In many states this guide has now been published and should be secured for the school library. Most states also have historical associations or commissions that publish materials of regional significance.

Mention should also be made of the value of novels in portraying local and regional life and problems. The South is especially fortunate in its wealth of local color fiction of excellent quality. Selection of titles for work in social science should be made in cooperation with the teachers of English. In fact, the development of some regional topics may well be the joint responsibility of the teachers of English and of the social studies.

If the school has a trained librarian, she can assist greatly in obtaining, preserving, and making readily accessible the materials mentioned in this booklet. Because of their methods of pro-

duction free and inexpensive materials are especially liable to wear and tear. Librarians can be of great value in devising means of preventing such deterioration. They also can assist by securing current magazine articles of community or regional significance and by binding and filing these under a convenient topical index.

OTHER SOURCES OF INFORMATION

ON FREE AND INEXPENSIVE MATERIALS

In addition to this booklet there are many sources from which the teacher can obtain information about free and inexpensive materials. One of the best is *A List of Free and Inexpensive Teaching Materials* obtainable free from Work Projects Administration, Washington, D. C. This is a mimeographed book with chapters on "Cultural and Academic Education," "Family Life Education," "Foundation Fields," "Health and Safety," "Public Affairs," "Vocational Education," and "Teacher Education."

The Advisory Panel on Regional Materials, Tennessee Valley Authority, Knoxville, Tennessee, will send teachers an excellent annotated bibliography which contains many items that are free upon request. This mimeographed publication emphasizes materials dealing with the Tennessee Valley but contains many valuable suggestions for studying regional problems elsewhere.

Inquiries concerning free and inexpensive materials may also be sent to The National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. The National Council for the Social Studies, 18 Lawrence Hall, Harvard University, Cambridge, Massachusetts, offers for 50 cents an excellent booklet, *Pamphlets on Public Affairs for Use in Social-Studies Classes*.

PART IV

SELECTED BIBLIOGRAPHY FOR LIBRARIES

A. BOOKS

Caldwell, Erskine, and White, Margaret Bourke. *You Have Seen Their Faces*. New York: Viking Press, Inc., 1937. \$5.00. A vivid record of the case for the Southern share-cropper in prose and in photographs.

Campbell, John Charles. *The Southern Highlander and His Homeland*. New York: Russell Sage Foundation, 1921. \$3.50. A volume rich in statistics and carefully collected data on the Appalachian mountain folks. A comprehensive work on the history, geography, population, and folkways of these people.

Cash, W. J. *The Mind of the South*. New York: Alfred Knopf, 1941. \$3.75. A Southern newspaper man gives a realistic picture and critical analysis of the life and problems of his region. Emphasis on Southern temperament and attitudes.

Couch, William Terry. *Culture in the South*. Chapel Hill: University of North Carolina Press, 1934. \$4.00. A composite picture of the South in the form of a symposium to which thirty-one authorities contribute. Treats of such topics as religion, journalism, speech, folklore, "poor whites," etc.

Daniels, Jonathan. *A Southerner Discovers the South*. New York: The Macmillan Company, 1938. \$3.00. On a rapid tour of the South, Mr. Daniels sees many Southern scenes, usual and unusual. Offers no solution of the South's problems but in an entertaining manner starts the reader to thinking.

Johnson, Charles S., and Others. *Statistical Atlas of Southern Counties*. Chapel Hill: University of North Carolina Press, 1941. \$4.00. A valuable reference book of statistical data on 1104 Southern counties.

Johnson, Gerald White. *The Wasted Land*. Chapel Hill: University of North Carolina Press, 1937. \$1.50. A commentary on Odum's *Southern Regions*. Gives substance of facts that South is rich, Southerners are poor. Highly readable comments and statistics on waste of people, lands, time, and opportunity.

Kendrick, Benjamin Burke, and Arnett, A. M. *The South Looks at Its Past*. Chapel Hill: University of North Carolina Press, 1935. \$2.00. A brief account of the transition of the South from prewar days to the present age of industrialism.

Nixon, Herman Clarence. *Forty Acres and Steel Mules*. Chapel Hill: University of North Carolina Press, 1938. \$2.50. A readable book picturing the conditions in the rural South with some suggested curative measures.

Odum, Howard Washington. *Southern Regions of the United States*. Chapel Hill: University of North Carolina Press, 1936. \$4.00. A comprehensive study which presents a realistic picture of the regional culture of the South. Contains hundreds of indices and some 600 maps, charts, and tables.

Parkins, Almon Ernest. *The South: Its Economic-Geographic Development*. New York: John Wiley & Sons, Inc., 1938. \$4.00. An interesting scholarly study that is all its title implies. An interpretation of Southern culture with respect to its geographical setting and historical background.

Phillips, Ulrich Bonnell. *Life and Labor in the Old South*. Boston: Little, Brown and Company, 1929. \$4.00. A social economic history of the South before the Civil War, based upon diaries and other contemporary sources.

Raper, Arthur Franklin. *Preface to Peasantry*.| Chapel Hill: University of North Carolina Press, 1936. \$3.50. An impressive study of sociological conditions in two counties of Georgia. Presents problem of near-peasant created by absentee landlord and share-cropper system.

Raper, Arthur, and Reid, Ira De A. *Sharecroppers All*. Chapel Hill: University of North Carolina Press, 1941. \$3.00. A study of the exploitation of the South and an eloquent plea for a more intelligent and determined attack upon the problems of the region.

Twelve Southerners. *I'll Take My Stand*. New York: Harper and Brothers, 1930. \$3.00. A symposium by twelve Southerners

who are convinced that the agrarian way of life should be encouraged and protected from modern industrialism.

Vance, Rupert Bayless. *Human Geography of the South*. Chapel Hill: University of North Carolina Press, 1932. \$4.00. (1935, \$2.50). An invaluable collection of facts and opinions on the Southern region. The geographical background of Southern problems and trends.

B. PERIODICALS

1. *Holland's*, The Magazine of the South, published monthly at Dallas, Texas. \$1.00 a year. Some regional materials.
2. *The News Letter*, published semi-monthly by the University of North Carolina, Chapel Hill, North Carolina. Free to approved list—preference to North Carolina schools. Valuable for comparative data.
3. *The News Letter*, published monthly by the University of Tennessee, Knoxville, Tennessee. Free to approved list—preference to Tennessee schools. Interesting studies of Southern problems in the Tennessee area.
4. *The News Letter*, published semi-monthly by the University of Virginia, Charlottesville, Virginia. Free to approved list—preference to Virginia schools. Valuable for studies of Southern problems with emphasis on Virginia conditions.
5. *The North Georgia Review*, published quarterly at Clayton, Georgia. \$1.00 a year. "A magazine of the Southern regions." Literary and social science contributions.
6. *Social Forces*, published quarterly for the University of North Carolina Press by Williams and Wilkins, Baltimore, Maryland. \$4.00 a year. A scholarly periodical that emphasizes Southern life. The official journal of the Southern Sociological Society.
7. *The South and World Affairs*, published monthly by the Southern Council on International Relations, Chapel Hill, North Carolina. \$1.50 a year. "A magazine devoted to the South's place in world life."